IMPACT OF BOKO HARAM INSURGENCY ON STUDENTS PERFOMANCE IN ADAMAWA STATE, NIGERIA

BY

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ABSTRACT

The study examined the impact of Boko Haram insurgency on student's performance in Adamawa state between 2014 and 2018.The data is primary in nature, which was sourced from well-structured questionnaires. A purposive sampling technique was used to select three hundred and fifteen (315) respondents for the study. The technique used in analyzing the data was Structural Equation Model (SEM). The major finding indicated that, due to physiological and physical effects, insurgency significantly affects student's performance through psychomotor, affective, and cognitive domain by 75%, 77% and 104.7% as a result of every 1% increase in the Boko Haram attack and activities in Adamawa state. That is, insurgency contributes significantly in terms of low level of education, which is as a result of school's destruction, killing of students, student's abduction etc. The study recommends government to increase the level of its security through employing dedicated and intelligent people, take the responsibilities of educating, feeding and other relevant activities of those students that were directly affected; provide security to government secondary schools of the affected local government. These will ensure and increase student's performance and encourage also parents to allow their children going to school.

Key words: Boko Haram, Insurgency, Students Performance

INTRODUCTION

One of the contributory factors which affect the Nigeria's development negatively in recent times is the issues and activities of the Boko Haram insurgency. Apart, from the devastating effect on the economy and the well – being of Nigeria, Boko Haram also has affected educational sector especially in Adamawa State, which is one of the North Eastern states of the country.

Education, as it's generally known, is the process through which an individual develops attitude, ability and other forms of behavior which are important and contributes positively to the society at large (Isokpan and Durojaye (2016). Education enable a child to get appropriate knowledge, value and skills for personal development in particular and national development in general. Peaceful and conducive environment is a determinant for successful teaching and learning as well as student performance, Umaru And Terhemba (2014).

It has been taken into consideration that, the phenomena of insurgence have been experience in Nigeria since it independent in 1960. Such as the movement for the actualization of the sovereign state of Biafra (MASSOB), "Maitasine" (which was organized and operated as the present Boko Haram), the movement for the Emancipation of Niger Delta (MEND). But the destruction of lives and properties in the present insurgency (Boko Haram) is more than that of the previous

ones which also include killing and kidnapping of students' especially female student, school's destruction killing of teachers etc.

However, the emergence of Boko Haram insurgency has seriously affected educational system in Northern part of the country. According to the Nigerian education data survey 2010 as cited by Umaru and Terhember (2014), constant attacks makes it even difficult for teachers and stakeholders to persuade parents to allow their children stay on at schools. In 2014 record has shown that many parents in "Madagali" and some local governments of Adamawa State send their children out of the state due to constant and frequent attack by the Boko Haram sects. In 2013, the Director of Basic and Secondary Education in Federal Ministry of education has indicated that the schools in North Eastern Nigeria are experiencing low number of students. Also, as a result of insurgency, it has been reported that about 16000 children have stopped attending schools in Borno State.

Furthermore, Education which is a major investment and one of the determinant for economic growth and development has been confronted with the challenges of Boko Haram insurgency in Nigeria, especially North Eastern states of the country. The challenges include, school's destructions, and kidnapping of student especially female students, leading to low level of student's attendance and enrolment. Therefore, the main objective of this study is to examine the impact of Boko Haram insurgency on students' performance base on the psychomotor affective, and cognitive domain.

The finding of the previous studies and related studies of the topic under investigation (Impact of Boko Haram insurgency on students' performance) are subdivided into negative relationship or correlation between insurgency and educational system or socio economic development of a well-being of society (Papka 2017) and determination of the extent to which the destruction of lives and properties reach by the Boko Haram (Nwachukwu and Njoku. 2015).

However, in spite of the low level of student's attendance and enrolment in the affected state or local government, there are high level of student's attendance and enrolment in the neighboring states or local government of the affected ones. But the issue is that the physical and psychological behavior of students can be affected which most of the studies and related studies does not take into consideration. The physical and psychological behavior of a student can be measured through cognitive, affective, psychomotor domain.

LITERATURE REVIEW

Conceptual issue

Definition of Boko Haram

Adebayo (2014) defined Boko Haram as a group of persons that forces their ideology on people through bombings, slaughtering, and abduction of human beings, creating fear and sense of insecurity in the society. According to Marc (2014) Boko Haram has been seen as a violent insurgency, radical religious sect, a terrorist organization, a network of criminal gangs, a political tool and a cult. According to Web (2013) Boko Haram is the group of people or a militant Islamist movement who are forcefully required to create an Islamic state in the federal republic of Nigeria. Eze, Wosu & Agwanwo (2014) explained Boko Haram as a group that is characterized by some negative activities such as bombings, abduction and slaughtering of human beings. As such development can never take place in an atmosphere of insurgency. This is because of the destruction of lives and properties as well as population displacement, etc. Aro (2013) asserted that, Boko Haram insurgency has not only led to closure or abandonment of peoples business activities within the affected region but also led to movement of individuals from the affected region decrease the patronage of products from northern region because of rumor that Boko Haram are planning to send poisonous products to other parts of the country. Also, the Boko Haram insurgency has decreased drastically government developmental projects, investment and growth in private business initiatives in the affected places. It has been pointed out that Some of these Boko Haram attacks are politically motivated even though some may have other motives such as religious, economic or social (Obioma 2012). Abimbola and Adesote (2012), sees Boko Haram insurgency as the manifestation of internal terrorism in Nigeria. According to Mohammed (2014) Boko Haram are used to destroyed the economic activities of any place they spread their tentacles as well as led to movement of people from the affected place due to restiveness. The trademarks of the Boko Haram are

destruction of lives and property with reckless abandon, through bombings, abduction and slaughtering of human beings especially in North eastern part of the country. This has created fear and sense of insecurity in the polity, *Anthony* (2014).

Major incidents of Boko Haram attacks on schools

S/No	Date	Major incident	Affects
1	On July 16 – 2013	Boko Haram attacked on schools in Yobe State.	Over 42 persons were killed.
2	On September 19 – 2013	Boko Haram attacked on Guiba collage massacre (Yobe State).	Over 50 student were killed
3	On February 25 – 2014	Boko Haram attacked on federal Government collage in Yobe State.	About 59 students were killed some through throat sliting by militants
4	June 1 – 2014	Mubi local government (Adamawa State) attacked by Boko Haram	40 people were killed including teachers, lecturers as well as student.
5	April 29 – 2012	attacked on Bayero University, Kano	killing 13 Christian worshipers, a senior non-academic staff and two professors
6	June 16 – 2013	a team of suspected Islamist militants attacked a school in Damaturu,	killing 13 people, including students and teachers
7	June 19 2013,	Three days letter on a similar attack in the city of Maiduguri	in which nine students were killed
8	On February 19, 2018	One hundred and ten schoolgirls were kidnapped by Boko Haram from the GGSTC Dapchi	This has led to the close down of the school.

| 9 | On April 14 – 15 (2014) | Boko Haram kidnapped more than 270School girls from the northeast town of Chibok. | This has created tension and fear in the mine of many parent leading to the ending of school of many children |
| 10 | September 29 2013 | Boko Haram attack at college of Agriculture, Gujba in Yobe state | Where over 40 students killed on campus while more than 150 sustained injuries. |

Sources: Joseph (2015), Munaira, et al (2014), Aminu and Haruna (2015)
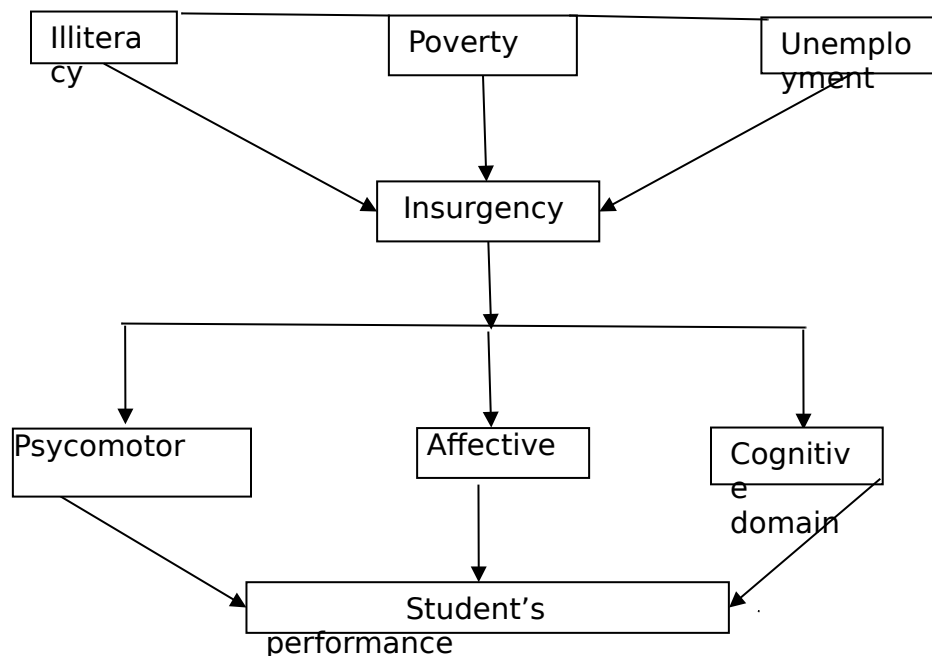
Conceptual framework

Figure 1: Conceptual Framework

Theoretical Framework

Frustration aggression theory

The frustration-aggression theory is a theoretical framework developed or propounded by John Dollard with his associates in 1939 but was expanded, improved and modified by Yate 1962 and Berkowitz (1963), design mainly from the psychological basis of motivation and behavior. The model provides explanation for violent behavioral disposition which coursed by the inability of individuals to fulfil their human desire. It is on the basis of the general premise that all individuals have basic needs which they seek to fulfil and that any distraction that can prevent them from gating these basic needs, they can create violent. The theory emphasizes the discrepancy between what people feel they want and the difference however, between what is sought and what they get. The model therefore, tries to explain the fact that violent response by individuals resulted from the prevention from achieving for his/her basic need. The theory also emphasized that, in the face of frustrated expectations, an individual is normally embarking upon violent destructive behavior or be a ready army to be used to cause crisis ones their basic needs are not fulfilled.

Therefore, this study underpinned by the frustration-aggression theory in the case of Boko Haram insurgency. This is because, the study is to examine the state of insurgency caused by Boko Haram sect as critical problem which become also a major issue. Insurgency has led to the collapse of education as well as norms and values of the people. The possession of arms, ammunition and small light weapons by the group for supposedly to Islamize Nigeria has led to the destruction of lives and properties and so many people displaced. Moreover, the economic, the cultural and economic heritage of the people is destroyed. Boko Haram attack which is now a major problem in Nigeria has created critical consequences that have destroyed the education in the North, especially North eastern part of the country. However, the relevance of frustration-aggression theory has been justified in the study on the emergence of non-state armed groups such as the possession of arms and ammunition by the Boko Haram insurgent group.

Empirical Review

Oladunjoye and Omemu (2014) examined the effect of Boko Haram on school attendance in northern Nigeria. The study make used of three hypotheses which were formulated to guide the study. The data was analyzed using peason correlation coefficient statistic. The result shows that there is no significant different in school attendance among male and female. There is a significant different in school attendance among rural and urban schools and as well in school attendance among primary, secondary and tertiary institutions in areas that were affected by Boko Haram attacks.

Papka (2017), analyzed the effect of Boko Haram activities on educational development. Linear probability and logistic regression technique was employed in analyzing the data. The study therefore, revealed that there is negative relationship b/w educational development and abduction female student as well as educational development and destruction of schools facilities.

Nwachukwu and Njoku, (2015), studied the effect of Boko Haram insecurity on Nigeria's Economy. The study discovered that Boko Haram activities has seriously contributed to the loss of like and properties, intimidation, bombings, kidnapping, raping of school girls and women.

Anthony (2014) examined the implication of "Boko Haram" Terrorism on National Development in Nigeria. The study revealed that among the trademarks of Boko Haram include destruction and property through bombing, abduction and slaughtering of human beings

Emasuen (2015) studied insurgency and humanitarian crises in Nothern Nigeria, regression and index and table techniques were used in the study. The finding of the study shows that both Boko Haram and humanitarian crises are significantly related. According to this study, Boko Haram insurgency has contributed to the increase in humanitarian crises.

Umaru and terhemba (2014) examined the effects of insecurity on primary school attendance in Damaturu. Multistage sampling technique was used to select 225 parents and teachers in 10 primary schools in Damaturu. Descriptive analysis, using mean and standard deviation were used in analyzing the data collected. The result indicated that the effect of insecurity has reduced the level of primary school attendance in Damaturu.

Mohammed (2015) examined the effect of insurgency on girl's education in north eastern Nigeria. The sample for study was 180 teachers of primary and secondary school select base on 30 teachers from each state of six (6) states that made up of north eastern religion of Nigeria the techniques for data collection was a 20 item of questioner which was converted to mean, and standard deviation. The finding revealed that the insurgency has affected girl's education negatively in north eastern Nigeria, because the school girls have been hurt in the present of other follows student during attack in their school, as such female student were afraid from going to school.

Bankole (2014) studied the achievement of universal primary education under the auspices of the millennium development goal in Nigeria. The data for the study were generated through the use of instrument of questioners. Qualitative technique was used in analyzing the data collected The study indicates the factors affecting qualitative education which include low funding unqualified and also insecurity.

Ugwumba and Ikoku (2014) studied the Boko Haram insurgency: a peril to the achievement of education for all in Nigeria. The study concentrates on the north east Nigeria with primary focus on Imo state for it date collected the study also X-ray the Boko Haram's attack on education since 2012 till date and effect of this attack on education. Descriptive analysis, using mean and standard deviation were used in analyzing the data collected. The study indicates that many teachers were forced to leave their job or flee the areas. They also contributed to the falling enrolment or attendance of student. Study also shows that government may not risk inverting in a development school for fee of the money being wasted if attacks are repeated. It has also led to psychological and social effects.

Monsuru and Kamilu (2014) studied the historical antecedent of Boko Haram insurgency and its implication for sustainable and educational development in north central of Nigeria. Historical research design was used in the study. The result has shown that, Nigeria is confronted with the problem of insecurity has made manifest in the Boko Haram's murderous campaigns

against individual and institution in the north eastern region of Nigeria. The problem of as shown in this paper is the outcome of frustrated expectation which breed aggression

Franklin (2014) examined the effect of Boko Haram activities on business education and education in general in Nigeria. Descriptive analysis, using mean and standard deviation were used in analyzing the data collected The study indicate that Business education students are unable to choose vulnerable sate for their teaching practice and practical teaching experience business education department are unable to choose Boko Haram state for their student industrial work experience. Business education graduate reject offer of posting to Yobe, Adamawa, Kano, Kaduna e.t.c. on National Youth Service Corp. All the universities where Boko Haram attacked have closed down.

Ekereke (2013) studied the effect of Boko Haram insurgency and the school system. Descriptive analysis, using mean and standard deviation were used in analyzing the data collected The study revealed that sect activities have force so many school into excretion especially in the city of Maiduguri Borno state, Mubi, Adamawa state and yobe state Nigeria. Also the study revealed that, despites government dialogue for peace, amnesty for sect members of security, Boko Haram sect uprising become more severe than ever targeting all human and school in the north part of Nigeria.

Terhemba and Umaru (2015) examined the impact of Boko Haram insurgency on principals, teachers and student in senior secondary schools in Borno state, Nigeria. A qualitative research design was used for the study. The population of the study was unknown; a convenient sampling technique was used to select the sample for the study. The finding shows that Boko Haram activities instil fear destroy personal properties and demoralize them, increase traffic congestion, psychological trauma among others.

METHODOLOGY

Type and Source of Data

The type of data for this study is primary in nature, which was sourced through the use of structured questionnaire. In order to avoid neutral responses from the respondents, five (5) points liker scale of varying degree ranging from strongly Agree (5), Agree (4), Undecided (3), Disagree (2), and Strongly disagree (1), as adopted by Salome, Osita&Marcal (2012), Adeoti, Olawale & Abdulkareem (2014), Ahmed, Mohammed, Faosiy &Daud (2015).

Population and Sample Size

The populations of this study consist of two hundred and eighty (280) government secondary schools of seven (7) affected local governments in Adamawa State, Nigeria namely: On the other hand, the sample size of the study is one hundred and six two (162) out of two hundred and eighty (280) total population of the study, According to Krejcie and Morgan, (1970), quoted in Sakaran (2003) for a population of 280, the required sample is 162..

Sampling Technique

For the purpose of this study, purposive sampling technique was employed. This helped in picking the relevant sampled respondents of the study. As such, vice principal admin, vice principal academy of the sampled government secondary schools of the affected local governments were the respondents of the study. This is because they are the people that can provide relevant information needed for the study.

Technique for Data Analysis

Structural Equation Model (SEM) was adopted to analyses the data collected. Structural Equation Model (SEM) is a statistical techniques developed for analyzing the inter-relationship among variables in the model.

Model specification

$Y^* = X^* \beta^* + \varepsilon^*$ --- (1)

Where:

Y^*=Endogenous variables, which include, SCM, AFTand COT

X^* = Insurgency (i.e. Exogenous variable X_1)

β^* = β_1, β_2, β_3, β_4, β_5, β_6, β_7 (parameter estimates)

ε^* = ε_1, ε_2, ε_3, ε_4, ε_5, ε_6, ε_7 (Error Terms)

SCM= psychomotor Domain

AFV= Affective Domain

COT = Cognitive Domain

ILT = Illiteracy

UNP = Unemployment

The Structural Equation Model (SEM) can therefore be expressed further as:

$$Y = X_1\beta_1 + X_1\beta_2 + X_1\beta_3 + X_1\beta_4 + X_1\beta_5 + X_1\beta_6 + \varepsilon_1 + \varepsilon_2 + \varepsilon_3 + \varepsilon_4 + \varepsilon_5 + \varepsilon_6$$

+............................(2)

RESULT AND DISCUSIONS

Structural Model

The structural model base on this study is directly related to the existing hypotheses. one (1) hypotheses is formulated from the objective of the study, thus: (i). Ho:1, that Boko Haram doesn't have effect on student's performance. Base on this objective of the study which was subjected to the stated hypothesis above, Structural Equation Model (SEM) shown in Figure 1 and Table 1.1 in order to determine whether null hypothesis is answered or not.
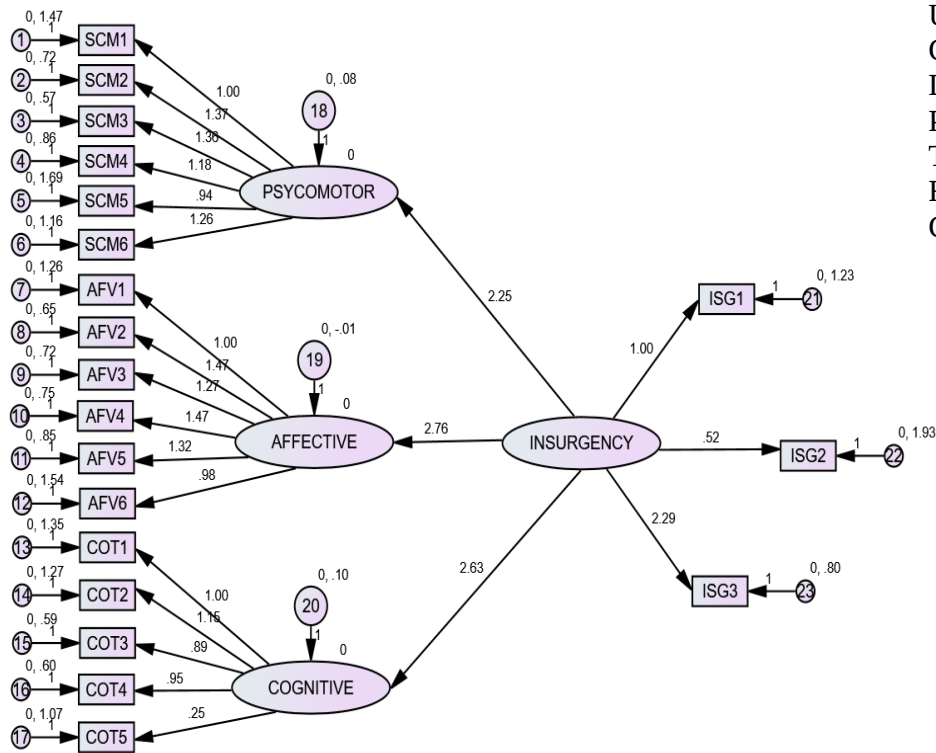
Unstandardized estimate;
Chisq = 426.44
Df = 185
Pv = .0000
TLI = 0.944
RMSEA = 0.080
GFI = 0.983

Figure 1: Structural Model on the Relationship between the Dependent and independent Variables
Source: Generated using Amos version 21

Table 1.1 Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Label
PSYCOMOTOR	<---	INSURGENCY	2.247	.207	3.862	***	
COGNITIVE	<---	INSURGENCY	2.632	.395	5.887	***	
AFFECTIVE	<---	INSURGENCY	2.758	.483	4.859	***	
SCM1	<---	PSYCOMOTOR	1.000				
SCM2	<---	PSYCOMOTOR	1.370	.297	4.608	***	
SCM3	<---	PSYCOMOTOR	1.362	.291	4.688	***	
SCM6	<---	PSYCOMOTOR	1.264	.297	4.262	***	
SCM5	<---	PSYCOMOTOR	.943	.272	3.462	***	

			Estimate	S.E.	C.R.	P	Label
SCM4	<---	PSYCOMOTOR	1.175	.270	4.359	***	
AFV1	<---	AFFECTIVE	1.000				
AFV6	<---	AFFECTIVE	.985	.287	3.434	***	
AFV2	<---	AFFECTIVE	1.472	.320	4.597	***	
AFV3	<---	AFFECTIVE	1.275	.289	4.415	***	
AFV4	<---	AFFECTIVE	1.470	.324	4.536	***	
AFV5	<---	AFFECTIVE	1.324	.304	4.358	***	
COT1	<---	COGNITIVE	1.000				
COT5	<---	COGNITIVE	.255	.153	4.664	***	
COT4	<---	COGNITIVE	.954	.202	4.714	***	
COT3	<---	COGNITIVE	.891	.192	4.639	***	
COT2	<---	COGNITIVE	1.149	.258	4.445	***	
ISG1	<---	INSURGENCY	1.000				
ISG2	<---	INSURGENCY	.516	.671	3.769	***	
ISG3	<---	INSURGENCY	2.286	1.205	3.898	***	

Source: Generated by the author using Amos, version 21

Figure 1 and Table 1.1 shows that psychomotor domain, affective domain, and cognitive domain were affected by the Boko Haram insurgency. The effects indicate significantly as shown by the values of the probabilities and value of CR in Table 1.1. Furthermore, the Figure 1 and Table 1.1 also confirm the reliability of the latent variables for each of the latent construct as indicated by the significance probabilities of all the latent variables. The observed variables (i.e. Poverty ISG1, Unemployment ISG2 and Illiteracy ISG3) significantly predict the occurrence of insurgency as also indicated by their respective probabilities. The various estimates in Table 1.1 cannot be

reported because, it is unstandardized estimation. But the estimates in Table 1.2 can be reported because, it is standardized estimation.

Table 1.2 Standardized Regression Weights: (Group number 1 - Default model)

			Estimate
PSYCOMOTOR	<---	INSURGENCY	.753
COGNITIVE	<---	INSURGENCY	.770
AFFECTIVE	<---	INSURGENCY	1.047
SCM1	<---	PSYCOMOTOR	.636
SCM2	<---	PSYCOMOTOR	.673
SCM3	<---	PSYCOMOTOR	.615
SCM6	<---	PSYCOMOTOR	.553
SCM5	<---	PSYCOMOTOR	.700
SCM4	<---	PSYCOMOTOR	.881
AFV1	<---	AFFECTIVE	.622
AFV6	<---	AFFECTIVE	.690
AFV2	<---	AFFECTIVE	.771
AFV3	<---	AFFECTIVE	.798
AFV4	<---	AFFECTIVE	.644
AFV5	<---	AFFECTIVE	.682
COT1	<---	COGNITIVE	.592
COT5	<---	COGNITIVE	.621
COT4	<---	COGNITIVE	.734
COT3	<---	COGNITIVE	.599
COT2	<---	COGNITIVE	.651
ISG1	<---	INSURGENCY	.729
ISG2	<---	INSURGENCY	.654
ISG3	<---	INSURGENCY	.647

Source: Generated by the author using Amos, version 21

Table 1.2 shows the parameters estimate of insurgency in relation to psychomotor domain, affective domain, and cognitive domain. The values of the parameters estimate of insurgency to psychomotor domain is 0.753, insurgency to affective domain is 0.770 and insurgency to cognitive domain is 1.047. This implies that psychomotor domain, affective domain, and cognitive domain were significantly affected, as shown by their respective probabilities in Table 1.1 by 75%, 77% and 104.7% as a result of every 1% increase in the Boko Haram attack and activities. Factor loading of all the latent constructs for psychomotor domain SMC (SMC1= 0.636, SMC2= 0.673, SMC3= 0.615, SMC4= 0.881,

SMC5= 0.700 and SMC6= 0.553 affective domain AFT (AFT1=0.622, AFT2= 0.771, AFT3= 0.798, AFT4= 0.644, AFT5= 0.682, and AFT6= 0.690), cognitive domain (COT1= 0.592, COT2= 0.651, COT3= 0.599, COT4= 0.734 and COT5= 0.621) and insurgency ISG (ISG1= 0.729, ISG2= 0.654, and ISG3= 0.647,) are all greater or equal to the decision rule (≥ 0.6). This confirmed the significant impact of Boko Haram insurgency on students' performance in Adamawa state. As such, the null hypothesis (H0) is rejected (Boko Haram insurgency does not have significant effect on Students performance) and the alternative hypothesis (H1) is accepted (i.e Boko Haram insurgency has significant effect on Students performance).

CONCLUSION AND RECOMMENDATIONS

Conclusion

Students performance is affected by Boko Haram insurgency. It is concluded that the level of human capital investment required cannot be attained due to Boko Haram insurgency. This is because, insurgency resulted to high level of student's dropout, low level student's enrolment and attendance.

It is also concluded that Boko Haram insurgency affected students' performance psychologically. This is due to abduction of students, killings, destruction of properties, school's destructions etc.

Recommendations

1. The study recommends government to increase the level of its security through employing   dedicated and intelligent people.
2. Government should take the responsibilities of educating, feeding and other relevant activities of those students that were directly affected.
3. Government should also provide security to government secondary schools of the affected local governments. These will ensure and increase student's performance and encourage also parents to allow their children going to school.

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